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ABSTRACT

Ways that urban corridor campuses might respond to the increasing enrollment of part-time and commuter students were reviewed by the University of Wisconsin Urban Corridor Consortium Task Force on Part-Time and Commuter Students. Members of the consortia are the following University of Wisconsin campuses: Green Bay, Milwaukee, Oshkosh, Parkside, Waukesha, and Fond du Lac. The task force's review included the following areas: the nature of the urban corridor student; why students are pursuing coursework; 1981 data collection to determine the general profile of the university student population in the urban corridor; personal, social, and cultural needs of part-time and commuter students; the need for student services; student activity and environmental needs; needs of adult students; faculty responsiveness; teaching methodology; class scheduling; communication with students; continued use of the funding formula approach; allocation of campus fiscal and human resources; and the use of segregated fees for the urban corridor students. Demographic data on students in the urban corridor and examples of campus programs and services for part-time and commuter students are appended. (SW)

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URBAN CORRIDOR CONSORTIUM
TASK FORCE ON PART-TIME AND COMMUTER STUDENTS

FINAL REPORT

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A special thanks to
Werner Prange,
Director of the Urban Corridor Consortium
during the term of the Task Force,
and the
Consortium Steering Committee
for their assistance and support in helping the
Task Force carry out its charge

URBAN CORRIDOR CONSORTIUM
TASK FORCE ON PART-TIME
AND COMMUTER STUDENTS

FINAL REPORT
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URBAN CORRIDOR CONSORTIUM
TASK FORCE ON PART-TIME
AND COMMUTER STUDENTS

FINAL REPORT
TASK FORCE MEMBERS

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Tom Wilke, UW-Parkside; Oliver Myers, Martine Meyer, and John Schroeder, all of UW-Milwaukee; James Zipperer, Consortium staff

*Replaced John Schroeder as co-chair
**Term as Director of Consortium through August, 1982; beginning September, 1982, Consortium Director is Bill Murin, UW-Parkside

URBAN CORRIDOR CONSORTIUM
TASK FORCE ON PART-TIME
AND COMMUTER STUDENTS

FINAL REPORT
PREFACE

This report represents the efforts of the Urban Corridor Consortium Task Force on Part-Time and Commuter Students, a group that has met and worked together during the course of the last two years to study a topic and student population that are occupying an increasing proportion of our professional responsibilities, be they oriented toward instruction, service, support, or administration.

We believe the report responds well to the Task Force charge of reviewing ways in which urban corridor campuses might respond to the increasing enrollments of part-time and commuter students. Urban corridor campuses have over the past several years enrolled sizeable numbers of these types of students and have taken positive steps toward addressing their needs. Nevertheless, the Consortium wanted to ensure that the expanding needs of this growing population would continue to be met.

Because urban corridor campuses already consist of such great numbers of part-time and commuter students it was decided not to address specific campuses within the report but to speak of this student population as a group that characterizes well the general nature of the higher education constituency in the corridor. The report does not suggest that weaknesses exist on particular campuses. It is written to stimulate analysis and action by faculty, staff, administrators and students. This should lead to the development of new or improved academic programs, teaching methodologies, time-of-day and course sequencing formats, student services, educational support strategies (activities that increase the student's opportunity for success), student life programming, and campus environments that respond meaningfully to these student populations.

This report does not contain a final listing of recommendations to be acted upon by campuses in the urban corridor, the UW System, the Board of Regents, or the legislature. Rather, recommendations or suggestions for strengthening our response to part-time and commuter and adult student populations are woven throughout Sections III, IV, and V. It is the intention of Task Force members that this report serve as one gauge against which campuses can measure the extent to which they are responding to the part-time and commuter student.

URBAN CORRIDOR CONSORTIUM
TASK FORCE ON PART-TIME
AND COMMUTER STUDENTS

FINAL REPORT
SECTION I

THE TASK FORCE CHARGE

The Urban Corridor Consortium

The University of Wisconsin Urban Corridor Consortium (UCC) was established in 1975 as a joint venture of the four University of Wisconsin campuses at Green Bay, Milwaukee, Oshkosh and Parkside, the latter serving Racine and Kenosha areas. Located in the industrial cities in the Lake Michigan region -- the urban corridor -- these universities have a combined total enrollment approaching 46,000 and serve a regional population of 2.5 million.

The Consortium exists to stimulate cooperative planning and operations among these four campuses. The Consortium is a "mutually beneficial association designed to explore and implement methods of cooperation related to the common interests and problems of these institutions and the clientele they serve" (from a Consortium discussion paper entitled "Interinstitutional Cooperation in the Urban Corridor of Wisconsin," April, 1981). Consortium activities include common grant support, cooperative international programs, faculty/student exchanges, joint faculty research, American ethnic studies, inter-campus lectures and fine arts performances and joint academic programs. While each member university has developed its own way of meeting its commitments to the University of Wisconsin System and the people it serves, the campuses have much in common that can be developed in a complementary and cooperative manner through the Consortium.

Factors Bringing About the Creation of the Task Force

Campuses in the UW System have continually sought to implement innovative and alternative educational programs and services to meet the needs of their students. In particular, the universities within the University of Wisconsin Urban Corridor Consortium addressed this concept and accepted the challenge by identifying the activities currently provided to meet these needs. "A Report of Special Services for 'Part-time' and 'Commuter' Students in the University of Wisconsin Urban Corridor Consortium Universities," by Harvey J. Kaye (1980), documented the needs and services available to these students at the time. Among other things, the author points out that there is a desire on the part of campuses to provide a schedule of courses that meets student needs, including evening hours, weekend classes and off-campus locations.

It was apparent that within the urban corridor there were a variety of responses being developed to answer the needs of this growing student population. The reduced availability of human, physical, and fiscal resources; the increased numbers of students affected by such reductions; and the wisdom of sharing information regarding these efforts caused the Consortium Steering Committee to create the Task Force.

The Task Force Charge

Initially, the charge of the Task Force was broadly expressed as to review ways in which corridor campuses might respond to the growing enrollment of part-time and commuting students. The Consortium was particularly concerned about the changing characteristics of enrollments and populations of students.

With each successive meeting of the Task Force, discussions revealed an increasing need to recognize the complexity and difficulty of classifying student needs along the lines of "part-time" and "commuter." For example, the February 26, 1981, meeting minutes contain the following statement:

> There was agreement that the idea of "part-time" and "commuter" student covered a sizeable number of corridor students; that while almost all part-time students were "commuters" (in the sense that they had to take some type of transportation to and from classes), not all commuters were necessarily part-time; that we were including both traditional-age as well as nontraditional-age (adult) students and matriculants and nonmatriculants; and full-time students faced some of the same kinds of problems as part-time students simply because of the commuting aspect. New, reentry and transfer students can be included as well as continuing students.

On October 23, 1980, the Urban Corridor Consortium Task Force met at the UW-Milwaukee campus, having been established by the Urban Corridor Consortium Steering Committee. The initial membership contained representatives from each of the institutions in the urban corridor: UW-Green Bay, UW-Milwaukee, UW-Oshkosh and UW-Parkside. The representatives were to be derived from faculty and student services positions.

At a later date, staff from Center System campuses at Waukesha and Fond du Lac were added to the Task Force. The University of Wisconsin Center System is part of the University of Wisconsin System and is composed of 13 two-year campuses providing freshman-sophomore level university instruction throughout the state of Wisconsin. The Center System, while not a member of the Consortium per se, has campuses with student populations similar to those of the four-year corridor schools. Because of the Center System's demographic, and in particular geographic, relationship to the Consortium member universities, two of the Center System campuses -- Waukesha and Fond du Lac -- were appointed by Center System administration to participate in the activities of the Task Force. Through these representatives and their very active involvement in the work of the Task Force, these two campuses ably served as Center System spokespersons.

The Consortium had a representative from its office in attendance at most meetings of the Task Force, and this individual relayed messages to the Task Force from the Consortium and vice versa. In this way, the Consortium office was kept abreast of Task Force activities. A student representative from one of the campuses was also appointed to the Task Force so the group could profit from this person's perspectives.

THE URBAN CORRIDOR AND ITS STUDENTS

The Nature of the Urban Corridor

The urban corridor takes its name from its most important characteristic when compared with other areas of Wisconsin, namely its population density. The discussion paper "Interinstitutional Cooperation in the Urban Corridor of Wisconsin" (Urban Corridor Consortium, April, 1981) points out that while the 14 counties that comprise the Corridor cover only 12% of the state's land area (the region along the western shore of Lake Michigan), they contain within their collective boundaries

+ over half of Wisconsin's population;
+ its most populous city, Milwaukee;
+ 20 of 28 Wisconsin cities with populations over 20,000; and
+ 80% of the 65 largest industries (measured by sales).

Of some significance to this report is the fact that, according to the 1980 census, the urban corridor has become increasingly "urban" and its population is decentralizing. What this means is the corridor contains a very diverse population and possesses a high degree of sophistication in the realms of business, industry, technology, education, health care, culture, and recreation.

Why Students are Pursuing Coursework

Changes in the student population over the past decade and projections for the future are well known: following a long-term decline in the number of 18-24 year olds, there will be significantly fewer in this age category for the next 10-20 years. At the same time, the number of Wisconsin adults between the ages of 25 and 44 (those most likely to pursue credit coursework) will increase by more than 1/3 between 1980 and 1995, according to projections developed by the Southeast Wisconsin Regional Planning Commission (SEWRPC). Indeed, Higher Education Daily (June 21, 1982) cites National Center for Education Statistics (NCES) on adult students and adult education courses that show 21 million adults in the United States taking courses between May 1980 and May 1981. Accordingly, attention on human development has shifted from childhood and adolescence to adult life and the realization that adulthood does not terminate the developmental process or its concomitant educational needs.

It is generally accepted among educators that students going to college today are doing so for one of several reasons. If we were to survey students enrolled on urban corridor campuses today, and ask them their purpose for taking courses, their responses would include preparing for a first career,

making a career change, interest in advancing in the career area they are in presently, professional improvement, and personal enrichment. With more and more students returning to school after stopping out for a period of time, the number of instances in which the student's goal is a career change or career advancement are likely to be encountered more frequently. The same Higher Education Daily report cites NCES figures showing that of 37 million courses taken by adults, 22.5 million were taken for job-related reasons and most of these 22.5 million were taken for advancement in presently held jobs. The report goes on to note that more than 30% of these adults pursuing coursework were professional and technical workers.

As is often the case, the purpose for taking classes may differ from what motivated or enabled the student to enroll for the first time or return to the university to continue studies. For example, many women students are now finding it possible to go to school, since their role as mother is occupying less time as children grow older; or divorce or family economic situation has brought about the need to prepare for a first or new career. With a tighter job market, men and women alike are drawn back to the classroom to improve themselves professionally through education. So, in today's environment, there are a variety of purposes for which students are pursuing studies as well as a variety of motivating forces.

Regardless of why a person enrolls, research indicates that it is generally one specific event in a person's life that triggers the return to school. A "trigger study" of degree-seeking adult students in the urban corridor was conducted by the Wisconsin Assessment Center. The research sought to answer these questions: what triggers adults to pursue a degree? do triggering events vary with an individual's goals, specific demographic variables, or other life circumstances? and is there a relationship between barriers to education and triggering events?

Of 1343 students surveyed in the urban corridor, an impressive overall response rate of 76% was obtained. Conclusions can be summarized as follows:

+ Adult students are likely to be between the ages of 25 and 34.

+ Women are almost twice as likely to participate in a college degree program as are men. This is brought about as a result of the changing role of women in society, a greater number of women entering the work force, and women taking more initiative for their personal and career development.

+ Most adults attended a college or technical school at some time in the past, suggesting that the desire to attend college had been present for a period of time but was delayed because of one or more transitory or situational barriers.

+ Because of work, family, and community involvement responsibilities, most adult degree seekers are enrolled on a part-time basis.

+ There appears to be a moderate to strong relationship between the reason an adult delayed college entry and the triggering event. For example, if family obligations were a barrier, those responsibilities may have lessened; or if job responsibilities or lack of interest kept a student out of school, then job dissatisfaction and encouragement may

have been determining forces in the decision to return to school (from "A Study of Factors which Precipitate Adult Enrollment in a College Degree Program," Timothy J. Sewall, Wisconsin Assessment Center, University of Wisconsin-Green Bay, April, 1982).

The motivation behind a student's enrolling, and the student's educational goals, carry strong implications for the planning of recruitment strategies, design and implementation of program offerings, and the delivery of academic support and student services.

The Nature of the Urban Corridor Student

The nature of the student body on urban campuses is, according to UW-Green Bay Task Force representative George O'Hearn,

> . . . a riddle wrapped in mystery inside the enigmatic academy (apologies to Churchill). Indeed, the mystery deepens as the number of part-time students, non-traditional age students, and commuters increases on campuses in the urban corridor and throughout the nation. Myths abound about adult student problems and potentials. Yet there are facts available to help us sort out the parts of the problem which deserve our serious attention. This situation rests partly in the definition of "student," which today means not only degree-seeking individuals but also the occasional or "one course only" person who returns to the campus to feed a special interest.

As a first step in unraveling this problem, it is useful to examine the pluralistic student body of the urban campus level by level and layer by layer. This is essential given the charge of the Task Force.

Credit-earning students have traditionally been divided into undergraduate and graduate level populations. Even within these groups it is necessary to further distinguish between the degree-seeking student and the student pursuing coursework for other than degree-related reasons. Each group may have different needs. With the increase in adult student populations, numerous individuals who hold a bachelor's degree return to the campus for further undergraduate work and are frequently classified as "specials." Again, these individuals may take one or two courses and then disappear from the scene. A note of caution is in order, however, since a small but significant number of individuals who hold an undergraduate degree are returning to the campuses to complete a second undergraduate degree. These individuals are highly motivated and tend to pursue degree work with great energy. Similar comments can be made at the graduate level, where one can complete certain graduate work without being a degree candidate. Such individuals are frequently classified as graduate specials. The needs of these students may indeed differ from those of the serious first-time student. The university's response to the needs of these students may differ, and should be considered separately.

For purposes of this report, it seems most appropriate to concentrate on undergraduate students and to examine this population in terms of their age and experience and the approach they are taking to pursuing their education. The typical age used in the literature to separate the "traditional age student" from the "non-traditional age student" is generally 25 years, but this definition is by no means universal. Similarly, it appears useful to separate

the individuals into part-time and full-time students, as well as commuter students and resident students, although definitions of these two latter categories are frequently not consistent.

A demographic profile of students attending campuses represented on the Task Force is found on page 31 in APPENDIX A. Figures are reported by sex within undergraduate and graduate enrollments within total enrollment, commuter student, full-time and part-time categories. Adult student enrollment figures are presented on page 33 in APPENDIX B.

* * *

This section of the report has described the urban corridor region along Lake Michigan and the kinds of students who make up a greater percentage of enrollments at the University of Wisconsin campuses in the corridor. There is every indication that this student population will increase in size and importance in the coming years. It is in the interest of both the institution and the urban communities they serve to provide these students with an educational experience that responds adequately to their unique set of educational, career, personal, and social needs. Section III of the report addresses the academic, student services, personal, social, cultural, and environmental needs of part-time and commuter students. That section can be used as a guide by which campuses might review the extent to which they are responding to those needs.

RESPONDING TO STUDENTS IN THE URBAN CORRIDOR

Gathering Information

The Urban Corridor Consortium Task Force conducted an information search during the fall and winter of 1981 to determine the general profile of the university student population in the urban corridor. A survey questionnaire was developed by UW-Green Bay Task Force representative Joan Barry to identify certain demographic data on this population and the learning, program, and service needs of this group in order to ascertain how students could best be served by faculty, staff, and administration on each of the campuses. The survey questionnaire also sought information about attendance patterns of urban corridor students and the needs of part-time and commuter students overall, and of adult students in particular. This section of the Task Force report focuses on a number of these aspects of survey findings. APPENDIX C on page 34 contains information about obtaining a summary of the survey's findings.

Mention should be made of the way in which information regarding needs was gathered. It was not the intent of survey developers to create undue hardships on the part of respondents; the aim was to gather specific information in as brief a time, and with as little expense to the institutions as possible. To this end, respondents were encouraged to avoid developing extensive questionnaires and lengthy data analysis procedures. They were, instead, asked to meet individually with people or call together small groups comprised of students, faculty, staff, and administrators for the purpose of sharing perceptions as to just what is being done now for students and what yet needs to be done in order for the campuses to respond even more effectively to student needs. In fact, any approach a campus could employ that would yield this information would be satisfactory.

While non-traditional age students may differ from younger students in many respects, a very important finding must be kept in mind at all times: during the review and discussion of survey questionnaire results, the Task Force discovered that many of the communication, scheduling, facilities, services, activities and curricular needs of the younger corridor students are similar to the needs of the adult students. In other words, younger part-time and commuter students seem to have more in common with adult students than they have in common with their younger counterparts who attend residential campuses.

With that in mind, the following is a review of some of the material gleaned from the responses to the survey. Two sections are offered: the first deals with the needs of students in the urban corridor, regardless of age, since both younger and older students share many of the same needs; the second section focuses on the special needs of non-traditional age (adult)

students, needs that have surfaced particularly because these individuals have been out of school for a period of time and absent from the formal educational process that keeps certain skills and attitudes honed.

Needs of Part-time and Commuter Students

Academic Needs

The academic needs of part-time and commuter students must assume a high priority.

Scheduling Classes. Most students would agree that required classes should be offered during times when students find themselves able to be on campus. Students employed full or part-time in the community (and the number of employed students is great) find themselves forced to schedule their courses in and around their work schedules. Campuses would do well to evaluate the times most students have available for coming to campus to take classes and offer more classes during these periods. One approach used is not to offer courses during the hours of, say, 3 pm to 6 pm, when few students are able to come to campus, and to instead offer more courses in the morning, early afternoon, and evening when greater numbers of students can attend.

While it will be impossible to take into account the scheduling needs of each and every student, campuses should be sensitive to this issue. Campuses might consider limiting the number of individuals responsible for scheduling classes to those who have an awareness of the scheduling needs of students and who are cognisant of the University's faculty and staff resources. This may increase the likelihood that courses would be offered at times that are more in keeping with the needs of students. Perhaps the fewer the number of individuals involved in establishing the times when classes meet would result in a more coherent schedule overall, one which achieves a balance between student needs and faculty, staff, and university resources.

Evening Courses. An adequate array of evening course options that fulfill degree requirements is also a necessity. Evening offerings must be deliberately planned to ensure that students who can attend only at night will be able to fulfill their degree requirements in a reasonable amount of time and without undue expense. Students who can attend only at night also need the benefits that go along with being taught by regular full-time faculty. While adjunct or ad hoc faculty contribute much to the university's instructional program, students can gain much from interacting with professors who are actively engaged in research, writing, and other scholarly productivity, and who are more accessible to students.

Advance Planning. A logical sequence of offerings within majors and from semester to semester needs to be made available to students. Because they must plan their coursework around a "time available" basis (and limited time at that), such students often find it necessary to plan their courses one, two, or even three years in advance so that appropriate prerequisites can be met and a timely date of graduation realized. Some academic areas follow this approach, and students in those majors find their part-time experience enhanced because of it. To the extent possible, other majors are encouraged to follow the same approach to course planning.

Prior Learning. Many students enrolling at urban corridor campuses bring with them a variety of solid current or prior work experiences. These students need opportunities to test out of certain courses that would be repetitious, to gain credit for learning that has taken place through work or other experiences, or to apply what they have learned previously in advanced coursework or by assisting professors in research and development. Those campuses offering the College Level Examination Program (CLEP), or similar programs should actively promote these opportunities.

"Stopping Out." Students frequently have their academic progress interrupted by changes in work schedules, financial constraints, or family matters that warrant immediate attention. Students facing these situations are often forced to withdraw from school entirely or to reduce their course load. Most campuses have some type of "exit interview" arrangement, whereby the student must obtain the signature of a student services staff person prior to withdrawing. During such interviews, many students are shown how it is possible to avoid withdrawing entirely by dropping one or more courses and talking with professors to make special arrangements for satisfactory completion of remaining courses. More effective monitoring and follow-up systems are needed, however, in order to encourage these students to pursue alternative routes to course completion and to keep them moving toward the goal of obtaining their degree.

Faculty Sensitivity. There is no doubt that many faculty have increased their awareness of and sensitivity to younger and older part-time and commuter students. Over the past few years campuses are seeing more and more of these students in classrooms, enrolling in school for numerous reasons, each pursuing the learning process somewhat differently given their own personal situations. Consequently, most faculty will have interacted with this student population, more so, certainly, in the urban corridor than elsewhere. The question remains: to what extent have faculty taken the needs of this type of student into consideration when it comes to communicating effectively with them, accommodating individual circumstances that may arise that are beyond the student's control, and in general, teaching in ways that will render the student's educational experience as meaningful and valuable as that of the student attending a residential campus?

Most students would probably agree that by and large there is an attitude of willingness on the part of faculty and staff to accommodate the needs of students whose primary obligation is that of work or family. It is essential that this attitude continue to infiltrate the faculties of the urban corridor campuses. Retention of these students, even those who must "stop out" for periods of time but who are likely to return if they see it in their best interest to do so, can often depend on a well cultivated student-professor relationship that has as its base sound advising and instructional practices. This becomes even more important when it is understood that for the most part, these students spend almost all their time on campus in contact with faculty. The role this latter group plays is immense.

There are other areas that require thoughtful examination. For example, if a professor is unable to meet with his or her class, is an attempt made to notify the students in advance or to arrange for an alternate classroom activity? Commuter students often drive some distance for one class and feel inconvenienced when they arrive on campus only to find the class cancelled for that day. Since part-time and commuter students have the same needs as others

when it comes to obtaining academic advising or other assistance from professors, are suitable offices hours and appointment times made available to students? In fact, these students may need more academic advising attention than others since their programs are often extended over longer periods of time; advance planning is needed to cope effectively with changes in course offerings and to insure that the proper prerequisites are being met with each succeeding semester of the student's program.

Personal, Social, and Cultural Needs

A continuing issue seems to be the need for more regular and effective communication with all students. Extra effort and creativity are needed to reach part-time and commuter populations because of their high degree of mobility on campus. Part-time students often take longer to identify with the campus and may move slowly in taking steps to feel a part of the student body. They frequently find little time for on-campus involvement in activities, and this denies them social and academic support often taken advantage of by full-time and residential students.

Younger students who commute and live with their parents may have a problem developing independence while attending a university. The constant family contact could serve as a support mechanism or may be a deterrent to personal and social growth, depending on the individual situation. In any case, attentive faculty and staff could play a significant role in helping such students develop. We must provide a campus environment which encourages social and cultural development. A fairly rich menu of offerings exists on urban corridor campuses, but we need to encourage participation in events and activities. A stronger identification with the campus community through as many channels as possible would no doubt not only contribute to the student's growth, but would also lessen attrition.

The Need for Student Services

Student services can play a more important part in the educational experience of students than ever before as more and more part-time and commuter students are found on the campuses of the urban corridor institutions. Many campuses are increasing funding for student services areas that can provide stepped-up recruitment efforts and at the same time contribute to the retention of students already enrolled. Some campuses are now dividing up their student services resources so that some staff are responsible for providing educational and career planning assistance to recent high school graduates and other staff are designated to assist adults who are entering the university for the first time or returning after an absence. As a result of this recognition of the role of student services personnel, many campuses are seeing closer ties develop between faculty and staff so that improved programming and services can be provided students.

Respondents to the survey questionnaire identified many program and service needs of these students. Many indicated a need for specific and energetic efforts being directed toward providing suitable orientation experiences for this group of students. Assessments of student needs on the individual campuses could point to areas needing the most attention during orientation programs. There is a realization that getting off on the right foot can

influence student persistence in academic programs, and thus orientation of students gains in priority as an activity that merits the attention of faculty, staff, and administration alike.

Since a high percentage of students work full or part-time during the day or have other obligations and can attend school only at night, it is important that a wide range of student services be offered in the evening. These students have no less need for educational and career planning, health services, the services of the registrar and student records offices, tutoring, testing, food service, and placement office assistance than students attending school during daytime hours.

Urban corridor students often have a need for additional income, and, thus could benefit from part-time employment opportunities being made available to them on campus. It is easier for a student to be employed on campus, and to go from work-site to class or vice versa, than to commute back and forth from a work-site in the community. Too, the relationships established between supervisor and student employee can often contribute to student retention.

Since many older students have children who must be taken care of while they are attending classes, offering child care services in the evening, as well as during the day, could be helpful. Furthermore, many students have children who are younger than two years, and providing day care for these children would eliminate the need to find people in the community to care for their youngsters, and at the same time help keep child care costs at a minimum.

Finally, since urban corridor students generally spend less time on campus and are thus unable to take advantage of and absorb the continual flow of communication that emanates from administration and staff, some respondents suggested that university policies and practices (e.g., registration procedures, pre-graduation record verification practices) be made more consistent from semester-to-semester.

Student Activity and Environmental Needs

For all students, whether day or evening, study and lounge areas should be provided. These students, because of their mobile nature, have a great need to interact with their peers in one-to-one and small group situations. Comfortable surroundings contribute to fulfilling this need for places to congregate. With the increasing costs of transportation that most students face, alternative means of transportation (e.g., the addition of, or increased, bus services, promotion of car pooling) should be considered. Some campuses have implemented mass transportation systems that ease parking problems and, at the same time, provide an inexpensive means of getting from home to campus.

A good selection of student activities should be available for those students who find themselves spending long hours on campus. Student clubs and organizations are just as important for the part-time and commuter student as they are for others, and help keep students interested in their studies, career-related or personal enrichment goals, and campus environment. Guest lecturers, films, performing arts groups, and campus exhibits make the campus a more congenial place for students, and can make the student feel more a part of the university.

Needs of Adult Students

While the needs presented in the preceding section applied to both younger and older student populations, respondents to the survey questionnaire identified several need areas that are specific to adult students.

Smooth Transition. Most adults who enroll at urban corridor campuses have been out of the educational mainstream for a length of time. These students need assistance in becoming familiar and comfortable with the new environment of the university; they need help in understanding application procedures and in gaining insights into the "academic environment" of the university (e.g., general degree requirements, faculty expectations); they should be made aware of the student services available to them (e.g., educational and career counseling, tutoring, child care); and, last but not least, they should be given guidance in becoming more aware of the characteristics they possess -- their attributes as adult learners -- that will ultimately contribute to their being successful students. Several respondents made reference to the fact that many adults come to the university with skills and knowledge that have been gained as a result of being employed, raising a family, and living independent of their parents.

Getting Started. The idea of a special orientation procedure for adult students merits consideration by every campus having large numbers of such individuals enrolling. Early on, adults have a need to meet and talk with other adult students who are considering enrolling or who are current students; they have a need to come face-to-face, in a non-academic, informal and cordial atmosphere, with one or more professors who relate exceptionally well to the older student and who can talk about their perceptions and experiences of having older students in their classes; they need to hear first hand from staff about services and programs that are available to assist them in strengthening their reading, writing, math, test-taking, and study skills. Creation of a "peer support" group may go a long way toward fulfilling these needs.

Self-Awareness. Students have a need to know that there is someone on campus they can readily identify with -- be that a student services staff person who serves the adult student population specifically or a group of adult students standing ready to help others make the most of their educational experience on campus. Adults entering the university for the first time need to be helped to overcome the fears and anxieties that go along with starting their education after an absence from formal schooling; they need to be helped to understand that they should not underestimate themselves -- that, in fact, they come with skills, knowledge, and perceptions that will facilitate learning; and they need to be told that older students, by and large, perform as well as, and often outperform, younger students attending the same university.

Career Counseling. Because many adult students have had experience in the work world, attention should be given to the career counseling needs of this population. Many students have seen blue collar and management sides of employment, and have certainly had experience as consumers. They are likely to approach the career exploration process with a different set of perceptions and expectations than younger students.

Additionally, many older students have families, and an increasing number are single parents; this means that they have a need for support services that can help them cope effectively with personal and family concerns that may affect the learning process. And adult students, many of whom live independently and/or have family obligations, may find that alternative ways of paying for their education (e.g., monthly tuition payment plans) would be helpful and lessen their financial burdens. Also, every step should be taken to make adult students aware of the financial aid options available to them.

Summary of Areas Needing Special Attention

In view of the material contained in the survey questionnaire, the Task Force believes that several needs areas warrant additional attention and elaboration here. These areas are at the heart of a campus being able to respond effectively to the needs of both younger and older students. Any repetition of previous discussion will simply contribute to reinforcing the importance of that material.

Faculty Responsiveness

The faculty member is the primary contact person for the student. For such matters as discussing academic concerns and forming attitudes about higher education, the faculty member is a strong link joining the student to the university. Since students regard themselves as consumers of education, the quality of the "product" (or getting their money's worth) is frequently the basis of their evaluation. At a meeting of the Undergraduate Teaching Improvement Council (UTIC) in Oshkosh in the fall of 1981, a panel of adult students made several recommendations about faculty responsiveness, many of which apply to students regardless of age. "Treat me as an adult" was the theme of the discussion. Urging faculty members to recognize that adult students are mature and highly motivated to learn and to achieve, they expressed a need to sensitize faculty to concerns unique to the part-time and commuter student. Some other thoughts they expressed include the following:

+ Instructors can help by providing a complete syllabus and list of assignments. Students are interested in the content of the course as it goes along.

+ Driving many miles to the campus only to find the class cancelled is most frustrating. Instructors should try to have students notified or find a substitute.

+ Shortened classes and poorly prepared faculty are not highly regarded.

+ Instructors should take the initiative to have accurate information about university policies, regulations, registration procedures, location and hours of campus services, and other campus activities. Ad hoc faculty should also be provided with this information. Instructors on urban corridor campuses should not neglect their unique role as contact persons, especially for the evening students.

Finally, faculty should recognize their role as career counselors. It was found, in the Trigger Study referred to on page 9, that most adult males return to school for a change of career. Sound guidance is crucial during this period of their lives. Office hours before and after classes and a flexible appointment schedule should be considered standard.

Teaching Methodology

Instructors need to be aware of the characteristics of part-time and commuter students and adult learners, and experiment with teaching methods which effectively meet the learning styles of these students. Malcolm Knowles, an adult educator who spoke at the UTIC conference in Oshkosh in October of 1981 presented some excellent innovative ideas in this regard. For example, Knowles offered several cardinal principles of adult education (as reported by Jerry L. Bower, UW Center-Richland):

+ Start where they (the students) are; do not assume anything. Find out early where each student is in subject matter awareness.

+ Set a climate that is conducive to learning and not necessarily to teaching. Arrange the classroom, if possible, so students can see one another. Encourage active interchange among students.

+ Build good relationships from the outset (between student and teacher, and among students). Establish "comfort," mutual trust, respect, authenticity, and collaboration (rather than competition). The latter is especially difficult to achieve, since we are accustomed to competition.

Jerold Apps of UW Madison, another presenter at the UTIC conference, spoke of characteristics of adult learners, institutional barriers, and special needs. For example, as reported by Janet Brown of UW Center-Waukesha, Apps noted that:

+ Adult learners differ from traditional-age students in that the life experiences they bring to the educational setting are richer and more varied. They tend to have a practical orientation and wish to apply their learning.

+ Their motivation to learn is high. Many plan to change jobs or reenter the work force. They expect to work hard.

+ Returning older students are less knowledgeable about academic policies, procedures, and practices and need assistance in becoming familiar with academia.

+ Adult students often need help in overcoming study and test-taking skill deficits and in strengthening their self concept. They may begin with unrealistic goals because of educational inexperience.

The Task Force also recommends that faculty use more "group process" in their classes since the time available for students to interact with one another before and after class is limited; such classroom interaction is an important aspect of the student's development within the classroom experience.

To increase access to education, the use of cable TV, in conjunction with faculty-student interaction, is recommended; use of video programs in on- and off-campus courses is also encouraged as a means of broadening the student's experience. It would also be well to build into each course something of the idea of educating the whole person; that is, the instructor can make an effort to educate students in dimensions of life beyond the narrow content of that specific course.

Scheduling of Classes

Academic divisions should experiment with scheduling classes at a variety of times -- late afternoon, early morning, evenings, weekends -- and arranging starting times so that classes can be taken back-to-back to cut down on the number of trips students have to make to the campus. In addition, many students benefit from the convenience and accessibility of courses which meet off campus. Such courses have been successfully offered by urban corridor campuses in shopping centers, libraries, schools, and other community locations. Programs have also been developed in cooperation with employers to offer coursework on-site for employees.

Campus administrators should continue to encourage the development of innovative scheduling formats and should recognize the need to support these efforts throughout a reasonable trial period. Other scheduling options include:

+ Scheduling few, if any, classes in the late afternoon and shifting courses to mornings or early afternoons and evenings.

+ A two day per week class schedule (Monday-Wednesday or Tuesday-Thursday schedule) with Fridays left open for intensive weekend offerings.

+ Consecutive or alternating weekend courses.

Long-range Program Planning and Sequencing

The first consideration here is to increase student sensitivity to their own responsibility for such things as schedule planning and obtaining accurate information on degree requirements, preparation for graduation, and job placement. However, the academic divisions must be sensitized to the critical importance of predictability of course offerings. Often, the part-time student must know a year or more in advance not only the semester in which a particular course is to be offered but even the day and time. Faculty should consider publishing finalized course cycles for the coming two, three, or four years. The length of time it takes students in their program to obtain a degree should be considered in such planning.

Student Services

It is important that student services be made available to students, regardless of when they find themselves on campus for classes. Furthermore,

student services should reach out for students and not merely wait for students to seek them. Some suggestions include

+ university recruiters visiting businesses and industries as routinely as they visit high schools,

+ communicating regularly with students; a published newsletter is perhaps most effective, or a hotline phone during working hours has proved useful; telephone contact with inactive students gets a very positive response, and

+ maintaining evening hours for such areas as student services, graduate school, academic advising, registration, bookstore, and health services.

The image should be conveyed of a university that does not close up at 4:30 pm; of one that is open and accessible evenings and weekends. Labels that tend to categorize students, such as commuter, non-traditional, adult, returning, or older should be used prudently in announcements and publications so as to not stigmatize students. The idea is to foster a sense of belonging and to try to incorporate services for these students into regular services.

Student Activities

Some disagreement exists concerning the need to provide activities for adult students. It has been felt generally that they are unwilling, unable, or disinterested in participating in extracurricular activities. As with other components of the university, however, these activities may be out of step with the needs of the changing student population.

By means of state statute, students are given a large share of responsibility in matters of student life, including programming and providing certain services for other students. This responsibility is frequently borne by students of traditional age who are often unaware of the needs of older students. If the latter actively sought, or were afforded the opportunity through appointment, a proportionate voice in the programming and funding process, they would find themselves involved more in the life of the university, gain a sense of belonging, and at the same time bring maturity and experience to programming and management of funding.

Campus Facilities

Certain facilities such as parking areas, the student union, and perhaps the classroom are important considerations for students. Parking areas should be ample, conveniently located, and inexpensive. Student unions should offer a comfortable and relaxing atmosphere with appropriately scheduled services.

Adult students, many of whom are comfortable only among others in their age range, frequently complain that there is no place on the campus that offers them such conveniences. It is significant that fifty-one percent of the students surveyed in the Trigger study consider social contact as being "somewhat important." The traditional classroom arrangement might be improved with a seminar-type setting. Many evening classes rearrange the furniture in semicircles. Generally speaking, in order to develop a sense of belonging in students, campus facilities must be inviting to them.

Communication with Students

The university needs to communicate with students so that they are aware of program, service, and activity offerings. Means of doing this include publicizing new curricular offerings; distributing monthly bulletins and posters around campus that highlight cultural and social activities; developing special newsletters for students; and establishing more evening office hours for faculty advising, student services, and administrative areas. Some campuses may use television monitors and character generators to display messages throughout the campus for the benefit of students who are in and out a great deal, while others maintain a fairly extensive program of mailings to students that contain interesting and helpful information. Still others devote considerable resources to advertising in local newspapers and magazines.

* * *

Special programs have been developed on all corridor campuses over the past several years which take into account the needs of these populations. APPENDIX D on page 35 presents examples of urban corridor campus programs and services for students, and is intended to give you, the reader, some idea of how campuses are already helping meet their needs.

Accommodation, however, is clearly not enough, judging from the long list of considerations submitted to the Task Force. Faculty, staff, and administrators' perceptions of college students today have probably not kept pace with the changing student population. Responsibilities that students confront in addition to getting an education (e.g., employment, family, community involvement) are often inadequately considered, yet should play an important role in guiding the creation of semester-to-semester timetables of course offerings. The economic climate is such today that few students can afford to go to school without working at least part-time. Differences in learning capabilities between traditional-age and adult students are known and may go unheeded. Students who are on and off the campus frequently over the course of a week require different lines of communication to keep up with needed information. Academic practices regarding placement in courses should consider the backgrounds which many students bring to the university. Students will need substantial academic and career planning assistance to get the most out of their educational experience. The campus environment should be a place that makes students feel comfortable during the times they are taking classes or engaging in other activities.

The necessity of responding even more effectively to the part-time and commuter and adult student has been discussed in this section of the report. Note that much of the discussion applies to both younger and older students since, as was pointed out, there are similarities between these two groups as well as differences.

BUDGET IMPLICATIONS

Finding the Funding Formula that Fits

The one element that controls more of what goes on at campuses in the urban corridor today is the institutional budget. Extensive documentation is not necessary to prove that instructional, academic support, student services, student activity, salary, capital equipment, supply and expense, physical plant, and utility costs have risen to such an extent that few institutions have the dollars they need to provide all the programs and services required by students. Furthermore, it may appear to some to be a losing battle, as inflation and burgeoning needs push costs higher and institutions fall farther behind.

A few statistics will serve to demonstrate the financial bind in which many campuses find themselves. For example, during the 1970's there was a 10% decline in the proportion the System budget represented of all state operational expenditures; during this period student headcount was up 18%, full-time equivalency (FTE) up 8%. In 1972-73, Wisconsin was 4th in the nation in per capita appropriation for higher education; in 1979 it had fallen to 17th. In 1979 the number of UW System faculty was 5% lower than in 1973, despite a 6.5% increase in student credit demand during that period (Board of Regents report "Preparing for a Decade of Enrollment Decline," November 30, 1979).

Current Perspectives on Funding

Statistics such as these, plus additional analyses carried out by various committees, have led to the conclusion that "the instructional mission of the University of Wisconsin System, whether viewed over time, against a standard model, or in comparison with similar institutions, is significantly underfunded (from "Instructional Funding in the University of Wisconsin System: A Report by President Robert M. O'Neil to the University of Wisconsin System Board of Regents," July, 1982, page 22)." To point out that the present situation in which the System finds itself did not occur over night, the report goes on to state that

> The current underfunding of the UW System . . . is a cumulative result of numerous factors. These include the System's inability to offset significant inflation; weaknesses in (and suspensions of) the enrollment funding formula; faculty salaries which have not kept pace with either their purchasing power a decade ago or the compensation levels of peers in other employment; frequent budget reductions after the start of a fiscal year; GPR cuts under the state's productivity policy; and state mandated expenditure freezes. The current problems are thus not simply artifacts of the

state's recent fiscal difficulties, but reflect decisions about the funding of higher education made over time in relatively prosperous years as well, the ramifications of which are now becoming apparent (pages 1-2).

Yet campus operations, affected to a large extent by such things as inflation and changes in student characteristics and program interests, must remain responsive to the broad range of student needs.

Aside from the fact that the enrollment funding formula currently used to determine the UW System budget is inadequate, there are also increasing numbers of part-time students registering for classes on urban corridor campuses and a shift of enrollments from low cost academic programs to those more expensive to operate. These situations have further weakened the financial picture of the urban corridor campuses by

+ requiring additional sections of courses and creating a need for more faculty to teach and advise students;

+ creating a demand for instructional staff support and for resources to manage academic units;

+ increasing wear and tear on equipment used in instruction and academic support areas, resulting in a need to purchase new equipment; and

+ necessitating the purchase of up-to-date equipment for use in classrooms and laboratories in currently popular and highly technological programs and courses.

Additionally, student services personnel serve students, not FTE's, and increasing numbers of part-time students means a demand for more and differing services, heavier student loads for staff, and a greater need to provide services when these students are on campus (i.e., both daytime and evening).

Few would argue with the fact that more dollars should be spent on instruction than on support activities, capital equipment, and supplies. Given the purpose of higher education, such expenditures are warranted. However, the role of other campus areas in the education of students is well recognized, and must be protected against funding strategies that could result in a loss of quality in the overall educational experience urban corridor campuses are expected to provide for students. It must be decided just how well (or how poorly) any funding method serves its purpose of seeing to it that campuses are able to provide a quality education and environment for students, faculty, staff, and community constituencies.

Addressing the impact a loss of support has on the instructional mission of each of the campuses in the University of Wisconsin System, the "Instructional Funding Report" notes that there is no lack of awareness of the financial straits the state is facing:

> The UW System fully recognizes the state's current financial condition and the many competing and worthy demands being made on limited resources. The System, especially through its human resources, can be called upon to help address some of these problems; it contains a vast potential of creativity and energy. In any case, however, it is clear that a decade or more of declining support has severely compromised the System's ability to

provide higher public educational services at the levels of quality traditionally expected by Wisconsin's citizenry -- services which in the past have delivered the promise of creating new leadership and provided opportunities for personal enrichment, upward mobility, development, and economic growth (page 2).

Continued Use of the Funding Formula Approach

The legislature seems interested in continuing the use of a formula approach for identifying the funding needs of the UW System. It is also to be expected that both the state and the UW System would benefit from a funding formula that precludes elected officials from getting involved in determining what academic programs and services campuses will offer and reinforces the historical role of the Board of Regents, faculty, and staff in making decisions about educational priorities.

Work on assessing the adequacy of the funding formula approach, as well as the System's resources and what such resources can provide, has been going on for some time now. These matters have been deemed so important as to warrant several legislatively mandated studies over the past several years:

- In response to a mandate contained in Section 2054(4) of Chapter 34, Laws of 1979, the report entitled "Preparing for a Decade of Enrollment Decline" was submitted to the legislature by the Board of Regents in November of that year.

- In passing the 1977-79 biennial budget, the legislature included a mandate that the UW System study and report on the extent to which it is possible for students to obtain an undergraduate or graduate degree by taking classes in the evening or on weekends.

- Yet another mandate was included in that budget act, this one requiring the Board of Regents and the UW System to study and report to the joint committee on finance the extent to which the current tuition and fee structure has a differential impact on part-time students, non-traditional age students, minority students, and women.

Finally, close on the heels of these studies came a recommendation by a Legislative Council Special Study Committee that a formula approach to funding be sustained. The Study Committee was reviewing a revised enrollment funding formula approved by the Board of Regents and presented in July of 1980 after a year-long analysis of the existing formula. The Committee, in responding to the proposed revisions, recommended continued use of the formula approach and that any methodology developed consider the interaction between costs and enrollments, maintain adequate levels of program quality, and ensure reasonable program access. The Committee also recommended that the System do further work on developing alternative funding methodologies.

It was clear that the Committee neither approved nor rejected the System proposal. Aware of the continuing fiscal difficulties to be faced, UW System President Robert M. O'Neil appointed a group of chancellors and System representatives to examine further the approach System takes toward instructional funding and to determine the extent to which present levels of support are providing the resources necessary to carry out university missions. In July

of 1982 President O'Neil submitted the group's report to the Board of Regents (see reference on page 20 of this Task Force report).

Some Problems with the Funding Formula

The "Preparing for a Decade of Enrollment Decline" report is especially revealing, since it discusses the problems stemming from declines in enrollment and how the System proposes to address those problems. In mandating the study, the legislature noted that it found imbalances in the allocation of funding among campuses and variations in the support campuses received for the education of students. The study, in turn, looked at the upcoming decade of the 80's, reviewed System and institutional missions, addressed System and institutional management and personnel issues, and considered the matter of enrollment-related funding. It pointed out the advantages of an enrollment funding formula for the state and UW System and stated that the accuracy of the formula must be improved if declines in enrollments were to be managed effectively. In particular, the report identified several problems with the funding formula, including the following:

- The formula is designed to fund instructional costs which vary with enrollments -- but its current estimate of the fixed costs of instruction is based on assumptions which appear to be invalid.
- The formula ignores the costs of changes in the headcount and FTE student relationships.
- The formula is not immediately responsive to purchasing power losses due to inflation.
- The formula is too sensitive to small, unanticipated changes in enrollments.

The report also put forth some suggestions for modifying the formula, and indicated that among other things the formula should

- provide an adequate representation of fixed and variable costs, and
- be able to accommodate changes in student characteristics and their program interests.

Most studies on college enrollments speak generally about enrollments declining in the coming decades. However, an interesting dilemma exists, for some campuses will experience a decline, while others an increase, the latter due primarily to greater numbers of part-time and commuter students attending colleges and universities. This situation arises in part because of changes in the ways in which people view their work and career development that lead them to continue their education; an economic climate that forces more students to attend campuses near their home and place of work; and a shift in human values from an "other-directed" to "inner-directed" thrust so that more people are looking toward higher education as a way to strengthen themselves as individuals. This situation renders the development of an adequate funding formula even more trying.

It is likely that each of the chancellors in the urban corridor is struggling with issues such as the above. In a conversation with UW-Parkside Chancellor Alan Guskin in May of 1982, it was suggested that a critical issue in the coming decade will be that of how campuses are to confront the goal of achieving "quality of diversity" -- how we are going to respond to the diverse educational needs of an equally diverse student population wanting to enroll on urban corridor campuses, while at the same time not adversely affecting access to urban corridor campuses and programs.

The urban corridor has funding requirements that differ considerably from other schools in the UW System, and, similarly, those other schools have requirements that are distinct from the corridor campuses. It is imperative that an approach to funding be found that takes into account the characteristics and needs of the campus and its students.

University Commitment and Response to the Urban Corridor Student

The urban corridor universities have continued to respond to the needs of part-time and commuter students. This response is demonstrated by recognizing and understanding this segment of the student body and by the initiation of programs and services to meet student needs.

Each university has developed programs that fit the educational needs of its particular community and student body. Program development of this kind requires a special commitment by the university's administration, faculty and staff. It demands administrative planning that monitors the allocation of available resources in ways that address the needs of students of all ages and extends these resources to include students attending school in the evening as well as during the day. Management of this kind places a special emphasis on imagination, energy, internal communications, and attention to detail. All levels of the administrative structure of the university are involved.

It has been pointed out in this report that areas such as faculty responsiveness, teaching methodology, academic advising, scheduling of classes, long-range program planning and sequencing of courses, student services, student activities, campus facilities, and communication with students (see pages 18 through 22) are important "need areas" that warrant attention. All of these areas must be considered in planning the use of human and fiscal resources. Furthermore, in order to have sufficient data for good planning, sophisticated administrative computing support is necessary as well as other technologies that can reduce the cost of labor intensive areas of providing education and services for the part-time and commuter student.

Allocation of Campus Fiscal and Human Resources

Each institution must maintain a balance in allocating campus fiscal and human resources. Academic excellence, research, student services, and community outreach are all segments of the urban university's responsibility. Each segment of this responsibility must be carefully examined so that programs in each area are provided with resources that will promote excellence.

Because of the need to balance allocation of resources, it may be the case that needed services are not provided at every institution. A few examples of services that might provide additional opportunities to part-time students, but may not be offered at every urban corridor institution, include community-based advising programs, evening care at child care centers, a full array of services for evening students, a systematic data base for part-time students, and the development of informational bulletins for students.

In a case study done in 1979 on the cost of teaching part-time students at one of the urban corridor campuses, evening classes were singled out as a means by which the question "Does it cost more to teach a part-time student?" could be answered. At the institution used in the case study, 95% of the students who register for courses offered at 4:30 pm or later are part-time students. The study indicated that it cost 31% more to teach these students than conventional students. These were direct salary costs, and did not include indirect costs of departmental administration and costs for student services and academic support functions (September 28, 1979 memo, "Expanded Case Study on the Cost of Teaching Part-Time Students" from William L. Walters, Vice Chancellor, UW-Milwaukee).

This is only one example of the cost of providing academic and support services to the part-time student. Below are other areas where budgets are affected by the nature of students in the urban corridor.

Specific Budget Areas

To the extent that the present funding formula approach used by the legislature to determine the UW System budget is inadequate, it is likewise not a sound approach to determining the budgets of those campuses with high enrollments of part-time and commuter students. It is simply no longer appropriate, nor functional, to determine budgets for campuses in the urban corridor on the basis of full-time equivalent (FTE) or student credit hour figures.

Budgets must be based on the actual number of students being taught, served by staff, and accommodated through the use of university facilities. As more and more campuses are finding out, it does cost more to teach and provide academic and student services to part-time as opposed to full-time students. Any funding formula that fails to take into account the growing part-time population on urban corridor campuses is leaving both the institution and the student short changed.

Since the student populations of urban corridor campuses are so highly part-time and commuter in nature, it behooves us to look at those program and service areas that are likely to experience increased costs due to the these student characteristics. While this list is by no means exhaustive, it does present many of the more tangible and, thus, easily identifiable areas.

Communication with Students

The very fact that a significant portion of the urban corridor enrollment consists of part-time and commuter students brings forth a communication problem. How do you reach people who are only on campus for limited periods of time? The solution lies in opening additional lines of communciation to these

students, and this necessarily results in additional outreach costs for such things as duplicating, advertising, staff time to prepare mailings to students and to make phone calls, telephone charges, and postage.

Course Availability

In planning course offerings for each semester, campuses must now consider the growing numbers of students who have differing time constraints because of family, work, and personal commitments. No longer can we design course offerings for only full-time students who are more or less removed from many of these additional obligations. Such time constraints make it more difficult for students to make a commitment to higher education.

Therefore, the university must respond to the needs of these students by offering more sections of courses as well as offering course sequences more frequently, offering courses at off-campus locations, and offering all courses and sequences in such a manner that will enable a student to complete degree requirements on a part-time basis. To fulfill this objective, additional costs will be incurred. These may include salary costs for additional faculty, rental of facilities at off-campus locations, additional supplies for course instruction, and office space to accommodate additional faculty.

Physical Plant Costs

Within the content of an extended day program, additional costs must be incurred in order to provide similar services and environmental features to both part-time students (often attending at night) and to full-time students (usually attending during the day). These services and features include inside and outside lighting, heating, security, custodial staff, and snow removal. Students should expect to experience the same quality of environment regardless of the time of day they go to school or whether they are full or part-time.

Transportation and Parking

Transportation poses a very special problem for urban corridor campuses, the problem being created by more commuter students needing to find a place to park a car or having to identify some other method of getting to and from the campus. Campuses may experience the expense of having to create additional parking areas; likewise, there may be costs involved in encouraging the expansion of public transportation that serves the campus (e.g., through subsidies) or perhaps the campus may be forced to provide its own transportation for students for whom public transportation is not available.

Library, Laboratory, and other Learning Resources

There must be additional opportunities for access to laboratory facilities (e.g., science, computer, language) and learning resources (e.g., reference and reserve materials, periodicals, cassette and video tapes) by greater numbers of individual students. These resources will all receive greater use as the number of students grows and more community residents take advantage of these materials.

Part-time students are generally those who also have part-time or full-time jobs; therefore, ready access to learning and laboratory resources would require availability during other than normal hours, and perhaps at other than traditional locations. Such increasing demand will necessitate additional laboratory facilities, funds to replace learning materials receiving greater use by more students, and funds to staff facilities during evening and weekend hours, and perhaps at off-campus locations.

Student Services

Costs to provide student services for individual students are the same whether the person is attending part-time or full-time. Each individual, not each full-time equivalent student, requires services in such areas as admissions, student activities, alumni and placement, educational and career counseling, tutoring, academic skills, registration, and health maintenance. An increased workload is again placed on the university accommodating greater numbers of part-time students. These students often require more time to meet their educational and career development needs, and, hence, staff are providing extended assistance to these students over the course of the student's experience; offices must be staffed to make services available to students in the daytime as well as evening; and campuses are finding that they must provide sufficient computer and recordkeeping resources to keep up with the workflow resulting from having additional numbers of students enrolled.

Use of Segregated Fees for Urban Corridor Students

Based on an analysis of the use of segregated fees on urban corridor campuses, the part-time student is not receiving the same benefits from his or her segregated fee payment as the full-time student. Furthermore, these students pay a disproportionate amount of segregated fees, since these fees have a large increment assessed on the first credit, with a linear assessment on additional credits.

In addition to the need for the UW System to review ways in which segregated fees are assessed, each campus should be encouraged to carefully study how such monies are allocated and toward what areas. Given that urban corridor campuses have high numbers of part-time and commuter students enrolled, what percentage of segregated fees goes to cover the costs of programs and services that these students are interested in, and of which they can take advantage?

In light of the above, a restructuring of either the segregated fee breakdown or the benefits derived from segregated fees needs to be considered in order to put the part-time student in a more equitable position when it comes to the cost-benefit obtained from such monies.

* * *

This section of the report has sought to outline the budget implications that accompany high enrollments of part-time and commuter students on campuses in the urban corridor. The road ahead will not be any easier than that which we have just travelled; in fact it will become increasingly difficult to

confront the effects of an economy that shows no signs of a significant let-up in its inflationary forces. There are alternatives that the System and its campuses can use to bypass these problems, but reducing student access and paring back on program offerings, quality of instruction and support services, and community outreach are not consistent with the mission of higher education in the state of Wisconsin.

What we can hope for is continued consideration of these problems and the seeking of workable solutions by the legislature, Board of Regents, System administration, and faculty, staff, students, and administration on each of the respective campuses. If these people will invest the incredible amount of time and energy it will take to resolve these issues, and be willing to make the necessary commitments along the way, then the "Wisconsin Idea" will continue to be realized for decades to come.

CONCLUDING STATEMENT

It is apparent that part-time and commuter students will continue to dominate campuses in the urban corridor into the forseeable future. However, the makeup of this population will change considerably in this decade and through the 1990's. Despite an expected increase in the proportion of traditional college-age students who will attend urban corridor campuses for economic and other reasons, the shrinking pool of high school graduates will overshadow this anticipated trend. The outcome will manifest itself as a net reduction in the number of traditional-age students enrolled at these and other campuses nationwide.

The growth area for our institutions clearly lies with individuals who have graduated from high school and, after being out of school for varying lengths of time, find it in their interest, for whatever reason, to seek higher education. Others returning to corridor campuses will include those with some college credits who want to complete degrees, those with degrees who are returning for graduate work, and those who attend strictly for enrichment. Whether motivated by career, job, or special interest goals, these individuals have common educational needs which our institutions must perceive clearly and respond to effectively if we are to remain among the leaders in higher education.

Many urban corridor students of today have (as will those who are to characterize our campuses in the years to come) job, family, and community responsibilities that require them to commute to our campuses or other accessible locations as part-time students. At the same time, all of the urban corridor campuses have students attending full-time as well. And, as noted above, all signs point to the fact that campuses are going to continue to experience more mature student populations than ever before. In a general sense, many of the academic programming, student services, and related needs of the range of students attending our campuses are similar; however, creative new thrusts must be launched to ensure that urban corridor campuses continue to evolve with the prospective populations they strive to serve. Access, in its fullest interpretation, must be extended to all students, younger and older, in every respect. We must, for example, not only offer more evening courses, but also plan and implement, where feasible, degree programs and majors which are attainable exclusively through evening, weekend, and other formats within specific time frames. Other needs will continue to be identified for these emerging non-traditional populations.

In some instances, resources may be reallocated from areas of decreasing need to those of growing demand. In other cases, additional resources will be

necessary to effectively serve new student populations. It is clear the urban corridor campuses must work together to justify appropriate financial support and revisions in the current funding formula where necessary. We must demonstrate to System administrators, Regents, legislators, and most importantly the citizens of Wisconsin, that we warrant their support, that our institutions are keenly aware of the higher education needs of our population, and that we strive to ensure that accessible, high quality educational experiences are available to all segments of our citizenry.

URBAN CORRIDOR CONSORTIUM
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FINAL REPORT
APPENDIX A

DEMOGRAPHIC PROFILE OF STUDENTS IN THE URBAN CORRIDOR
FALL 1981 FIGURES

To lend some standardization to the demographic data provided in this appendix, the figures on the following page (with the exception of those on commuter students) were obtained from the report "University of Wisconsin System Student Statistics: Fall 1981" published by the UW System Office of Analysis Services and Information Systems. The commuter student figures for UW-Parkside and UW Centers at Waukesha and Fond du Lac are identical to undergraduate and graduate enrollments for these campuses since they report 100% commuter populations. UW-Oshkosh commuter student figures were supplied through Tom Segnitz, a representative on the Task Force from that campus; commuter figures for UW-Milwaukee were provided through Ray Rau of the Task Force; commuter students at Oshkosh and Milwaukee are considered those not living in residence halls. UW-Green Bay Task Force representative Paul Hansen indicated that about 73% of UW-Green Bay undergraduate and 90% of graduate students are considered commuters; he indicated his campus generally defines a commuter student as someone having only one address -- a mailing address -- on his or her records.

DEMOGRAPHIC PROFILE OF STUDENTS IN THE URBAN CORRIDOR
FALL 1981 FIGURES

	GBY	MIL	OSH	PKS	FDL	WAUK
FALL 1981 TOTAL ENROLLMENT	4536	26663	11162	5677	539	2080
Undergraduate	4259	22094	9175	5327	539	2080
Male	1803	10537	4177	2753	274	941
Female	2456	11557	4998	2574	265	1139
Graduate	277	4569	1987	350	---	---
Male	145	2136	987	200	---	---
Female	132	2433	1000	150	---	---
COMMUTER STUDENTS	3096	24797	7787	5677	539	2080
Undergraduate	2847	20228	5820	5327	539	2080
Male	1201	9789	2646	2753	274	941
Female	265	1646	3174	2574	1139	
Graduate	249	4569	1967	350	---	---
Male	131	2136	987	200	---	---
Female	118	2433	1000	150	---	---
FULL-TIME STUDENTS	2795	24		3913	378	1028
Undergraduate (12+ cr)	2758	2		3922	378	1028
Male	1308			1749	213	553
Female	1453			1773	165	475
Graduate (9+ cr)	37			11	---	---
Male	26			7	---	---
Female	11			4	---	---
PART-TIME STUDENTS	1741	2	3408	2744	161	1052
Undergraduate (1-11 cr)	1501	8	1768	2405	161	1052
Male	498	3068	735	1162	61	388
Female	1003	4992	970	1243	100	664
Graduate (1-8 cr)	240	3219	1775	339	---	---
Male	119	1434	893	193	---	---
Female	121	1785	882	146	---	---

For more specific information about any of the preceding figures, please contact one of the Task Force representatives listed at the beginning of this report.

ADULT STUDENT FIGURES FOR URBAN CORRIDOR CAMPUSES REPRESENTED ON THE TASK FORCE

As noted in this report of the Task Force, adult students have been increasing in numbers on urban corridor campuses. The following percentages (of total enrollment) of adult students were reported by Task Force representatives, along with the age that each campus uses to distinguish between traditional-age and adult student.

Campus	Total Enrollment	Age Break	Percentage
Green Bay	[illegible]	25 and older	37%
Milwaukee	[illegible]	25 and older	40%
Oshkosh	[illegible]	25 and older	32%
Parkside	[illegible]	23 and older	47%
Fond du Lac	[illegible]	24 and older	30%
Waukesha	[illegible]	23 and older	40%

For more specific information about any of the preceding figures, please contact one of the Task Force representatives listed at the beginning of this report.

THE TASK FORCE SURVEY QUESTIONNAIRE

In order to obtain a "first cut" of information about the students the Task Force was studying, a survey questionnaire "Demographic Profile of Student Population" was designed and distributed to the six campuses which comprise the Task Force (UW campuses at Green Bay, Oshkosh, Milwaukee and Parkside, and Center System campuses at Waukesha and Fond du Lac). In addition to some basic demographic information about enrollment, the survey also sought information on the utilization of campus services, programs, and activities such as health services, counseling, academic [illegible], employment, and student government. Attendance patterns, [illegible] during the day, were examined as well as special needs and research [illegible] in progress on the various campuses. This information [illegible] of the Task Force in their discussions and helped guide [illegible] this report. A detailed report of the survey, entitled "[illegible] Consortium Task Force Questionnaire: An Overview" ([illegible]) was prepared by Joan Barry of UW-Green Bay and is available from [illegible].

URBAN CORRIDOR CONSORTIUM
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FINAL REPORT
APPENDIX D

EXAMPLES OF URBAN CORRIDOR CAMPUS PROGRAMS AND SERVICES FOR PART-TIME AND COMMUTER STUDENT POPULATIONS

Additional information about these and other features can be obtained by contacting any of the Task Force members from the respective campuses listed in the front of this report.

UW-GREEN BAY (reported by Joan Barry)

Seminar Series:

First Step Seminar: an introduction to college for adults
Second Step Seminar: interest inventory administration and career awareness activities
Third Step: individual counseling with an adviser

Weekly Forum for Adult Students: weekly meeting for adult commuter students to share information and offer peer support

Activities and films: offered by the Student Life Office during convenient daytime hours for commuter students

Introduction to College for the Adult Learner: a 1 credit course, the purpose of which is to ease the entry into college and provide the necessary support, skills, and knowledge that will contribute to a more successful educational experience

UW-MILWAUKEE (reported by Ray Kau)

Off-Campus Learn and Shop Courses: UW-M's College of Letters and Science offers a variety of "Learn & Shop" courses at Milwaukee area shopping centers; these introductory credit courses meet once a week during evening hours and on Saturdays for the convenience of students

Late Hour Student Services: a variety of late hour student services are offered at UW-M to serve a large number of students who attend only evening classes (approximately 20% of the total student population); these services include admission, registration, testing, and services for special students as well as advising within various UW-M schools and colleges

UBUS/UPARK Transportation Services: UW-M's UBUS offers express bus service to UW-M via freeway flyers to local routes; UPARK offers free

parking for the non-stop shuttle service to campus; nearly half of UW-M's daytime students commute via UBUS and UPARK

UW-OSHKOSH (reported by Tom Segnits)

Bachelor of Liberal Studies: a weekend program for adult students who cannot attend classes during weekday times

Master of Business Arts: a graduate program in which all classes are offered in the evening

Special Orientation: a program for adult students

Adult Center: a program through which adult students can receive advising assistance

UW-PARKSIDE (reported by Jan Sinclair)

Peer Support: a group of currently enrolled students who, from their own experiences, understand the excitement as well as the uncertainties and fears [illegible] about returning to school; Peer Support volunteers help [illegible] successful educational experiences by, for example, telephoning [illegible] holding special orientations, meeting with students [illegible], and doing peer advising on course selections in [illegible]

Child Care Center: [illegible] Care Center is open throughout the year with day and [illegible] offers two programs, Regular Developmental and Flex[illegible], that are open to children two weeks to eleven years of age

Student Guide: an informative booklet that answers questions new students may have about topics such as registration, advising, transportation, educational program and student services support, and campus facilities

UW CENTER-FOND DU LAC (reported by Allen Loehndorf)

Open Forum: an opportunity where students are asked to interact with the faculty to discuss common concerns

YESS (Your Elected Student Senate): to be held in Fall 1982 and consist of a panel of faculty, administrators, and students; faculty and staff will express their expectations and make presentations of procedures, policies, and programs (e.g., drop/add policy, credit loads, services available, student activities), and student government representatives will welcome students and explain their programs

Peer tutoring: a program through which students can receive tutoring in academic subjects

UW CENTER-WAUKESHA (reported by Janet Brown)

Adult Student Advisory Committee: students are asked about class scheduling, communication channels with various offices on campus, and other matters

Adult Student Club: most members are part-time students, offer support to peers, and hold activities to raise money for scholarships for returning students

Orientation for Returning Students: review of study skills, diagnostic testing, and discussion on what it's like to return to school

Ride Board: offered by Student Services, a vehicle through which students can arrange car pooling